

# Lucketts Elementary School

## Staff Handbook 2016-17

**Carolyn Clement**  
Principal

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<http://www.lcps.org/lucketts>**

# 2016-2017 LCPS SCHOOL CALENDAR

## Loudoun County Public Schools



<b>2016</b>	
August 29	First Day of School for Students
September 5	Holiday (Labor Day)
October 10	Holiday (Columbus Day)
November 4	End of First Grading Period
November 7, 8	Student Holidays (Planning/Records/Conference Days)
November 23-25	Holiday (Thanksgiving)
Dec. 22 -January 2	Winter Break (Classes Resume January 3)
<b>2017</b>	
January 16	Holiday (Martin Luther King Jr. Day)
January 26	End of Second Grading Period
January 27	*MOVEABLE Student Holiday (Planning Records/Conference Day)
February 20	Holiday (Presidents' Day)
April 6	End of Third Grading Period
April 7	Student Holiday (Planning/Records/Conference Day)
April 10-14	Spring Break
May 29	Holiday (Memorial Day)
June 9	Last Day of School for Students/ End of Grading Period
June 12 & June 13	Planning/Records/Conference Days

### **END GRADING PERIOD**

November 4  
January 26  
April 6  
June 9

### **INCLEMENT WEATHER MAKE-UP NOTICE:**

\* **NOTE:** Parents with child-care or other weekday concerns - Dates of this ***Moveable*** Planning/Records/Conference Day between first and second semesters may change if the school calendar must be changed due to school closings for inclement weather or other emergencies.

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# ***Staff Handbook***

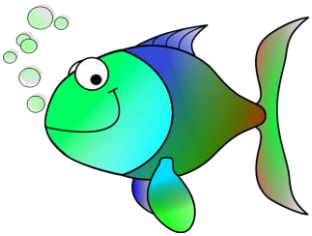
**LUCKETTS ELEMENTARY  
SCHOOL  
MISSION and VISION STATEMENTS**



OUR MISSION:

**Lucketts Elementary School**

The Lucketts Elementary School Mission is to provide a safe, nurturing environment where each child is challenged to acquire the knowledge, skills and attitudes necessary to become an independent lifelong learner, and to become a productive citizen of our ever-changing community, country and world.



Catch the FISH  
PHILOSOPHY

~Choose your Attitude

~Be There

~Make Their Day

~PLAY!

As we begin our 3<sup>rd</sup> full year together I am looking forward to us working together again!

VISION:

The success of our mission depends upon our acceptance, commitment and dedication to these principles:

- High academic standards and the fostering of critical and creative thinking skills for all students.
- Examination and implementation of new teaching methods to ensure optimum learning for all students.
- Promotion of the positive character traits of respect, responsibility, citizenship, fairness, trustworthiness and caring
- Appreciation for the diversity of cultures
- Collaboration between parents, teachers, students and the community in all areas of the educational experience

# **LUCKETTS ELEMENTARY SCHOOL PERSONNEL 2016-2017**

<b>Principal</b>	Carolyn Clement
<b>Secretary</b>	Dawn Harpster
<b>School Counselor</b>	Cindy Walton
<b>Parent Liaison</b>	Marjon Clark
<b>Kindergarten</b>	Staci Rihs/ Donna Van Wagoner Theresa Rinehart/ Stacey Karmen
<b>First Grade</b>	Beth AshConklin Stephanie Bickmore
<b>Second Grade</b>	Patricia Maher Della Sanford
<b>Third Grade</b>	Jennifer Fortune Diane Fulton Nancy Little
<b>Fourth Grade</b>	Scott Meyers Pina DiSavino Lisa Wenner
<b>Fifth Grade</b>	Laura Morris Ann Tilden
<b>Resource</b>	Kim Nelle Mary Tintaya Ava Walter
<b>Assistants</b>	Naomi Holloman Karen Minichino
<b>Reading Resource</b>	Judi Britton
<b>Library</b>	Tina Wilmoth/ Teresa Tinston
<b>Technology</b>	Karen Boyer/ Denise Bruchman
<b>Physical Education</b>	Jill Guyton
<b>Art</b>	Doug Ritter
<b>Music</b>	Briana Nei

<b>ELL</b>	Stacy DevendraCooper Jane Heron
<b>Search</b>	Shannon Sutter
<b>Speech &amp; Language</b>	Alaina Gotwalt
<b>Occupational Therapist</b>	Chris Ruggiero
<b>Physical Therapist</b>	Danielle Young
<b>Educational Diagnostician</b>	Angie Wilt

**DARE Officer** Officer Phil Largent

**Health Clinic Specialist** Nancy Davis

**Custodial Staff** Derek Summers (Head)  
Donald Grimes (Night)

**Cafeteria Staff** Jenn Piacente  
Francisca Cordova

**Cafeteria Monitor** Valerie Pinkman

## **Parent Teacher Association Board**

<b>President</b>	<b>Naomi Hattaway</b>
<b>Vice Presidents</b>	<b>Karyn Price and Laurien Dowdy</b>
<b>Secretary</b>	<b>Rachael Clark</b>
<b>Treasurer</b>	<b>Elizabeth Malone</b>

## **LCPS School Board Members**

Debbie Rose	Algonkian District
Eric Hornberger	Ashburn District
*Beth Huck	At-Large Member
Jill Turgeon	Blue Ridge District
Joy Maloney	Broad Run District
*Eric DeKnepp	Catoctin District
Jeff Morse	Dulles District
Tom Marshall	Leesburg District
Brenda Sheridan	Sterling District

\*Representatives for the Lucketts election district.

## **PERSONNEL POLICIES, PROCEDURES AND RESPONSIBILITIES**

Staff members should read and become familiar with the personnel policies and procedures as outlined in the Loudoun County Public Schools Employee Handbook. The LCPS Policy Manual may be accessed via the LCPS web site or in the school office.

## Staff Attendance and Leave

### Work Hours:

School Board policy states that teachers shall be on duty for a minimum of seven hours. The school day for teachers at Lucketts Elementary extends from 7:30 a.m. to 2:50 p.m. Teachers should be on duty in the classroom by 7:35 a.m. when the first bell rings. The building will be open to teachers at 6:10 a.m. each morning and will remain open as late as 8:30 p.m. Monday through Friday, on days when school is in session. Admin hours are 7:30am – 4pm. The student school day is 7:50 – 2:35, although they can enter the building at 7:30am.



Certified staff members are expected to attend meetings and workshops, which are held beyond the school day. Classified staff member hours are based upon the job description.

### Late Arrival:

Staff members should call the school with an explanation for a late arrival. However, since emergencies are unpredictable, it is suggested that staff members establish an understanding with each other and check the other's class routinely. This should prevent a situation in which students enter a classroom that is unattended in the morning.

### Early Departure:

If illness or an emergency requires a staff member to leave early, the staff member must notify the principal in advance. Leave is granted for no more than an hour at the supervisor's discretion (Policy 7-60). Arrangements for appointments should be made outside of regular work hours (7:30-2:50).

### Staff Absence:

All eligible staff members will be trained to use Smartfind Express for their use of Sick Leave. For any trainings, testing, and/or Personal Leave, each staff member is responsible for completing a Request for Leave form and giving it directly to Dawn Harpster. Please give it to Dawn no earlier than one month prior to your absence. Dawn will post the absence and make arrangements for substitutes, as needed. You may request a specific substitute however, there is no guarantee that substitute will be assigned.

### Personal Leave and Leave Without Pay:

A personal day that extends a holiday must be requested in writing and approved in advance. Requests for leave without pay must be submitted in writing through the principal to the Personnel Director. Policies regarding absences are clearly defined by School Board Policy (section 7-58). Forms to request leave without pay are available in the office.

It is the responsibility of each employee to keep track of his/her own leave. This is available on the paystub and through "epay".

### Family Medical Leave:

FMLA requires covered employers to provide up to twelve weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous twelve months, and if there are at least 50 employees within 75 miles. See *Your Rights under the Family and Medical Leave Act of 1993* for further information.

### Substitute Folders:

In addition to detailed lesson plans, which will be provided in the classroom, each teacher is required to have a substitute folder which will be kept in the front office, in case of emergency. The following items should be included in the folder:

- class list
- login information for computer, any special programs (e.g. "Go Noodle", etc.), and instructions for turning on promethean board
- location of fire drill, tornado drill and emergency procedures
- daily schedule
- morning routines; other routines as applicable (such as "Class/Yes", Class Rules and PBIS procedures)
- information about students who require special assistance (i.e., diabetes, asthma, allergies, learning difficulties, discipline)
- information about attendance, lunch count, snack, bus passes and car rider procedures
- recess plans and procedures
- seating chart with student pictures (if available)
- bus/car rider duty schedule
- other useful information that may assist the substitute
- name of other staff member who will be

willing to assist with plans, etc.



### Worker's Compensation:

All injury or illness sustained directly in the performance of duty, as provided in the State

Worker's Compensation Act must be reported **immediately** to Carolyn. A form entitled ***The Employer's First Report of Injury*** may be obtained in the office and must be completed by Carolyn and submitted to the Department of Employee Benefits. Employees must seek medical treatment from a member of the panel of physicians (information on file in office) for any injury that will be reported as "work-related." In an emergency (defined as a life or death situation), the employee should seek treatment from the nearest medical facility. Once the employee's condition stabilizes, a physician listed on the panel must treat the employee. Employees not requiring emergency treatment may not receive compensation for work-related medical expenses if they schedule appointments with physicians not on the panel.

## Professional Responsibilities

### Meeting and Professional Development



#### **Attendance:**

Regular faculty and professional development meetings will be held at 2:45 p.m. two Thursdays per month. Check the master calendar for specific dates. The routine schedule of Thursday afternoon meetings is established to avoid conflicts when scheduling other meetings and personal appointments.

**Specified group meetings are scheduled on other days and are subject to change.** In the event of changes, the targeted audience and purpose of each meeting will be specified in advance on the weekly bulletin. Meetings will be used for professional development, grade level discussions, and vertical planning.

All certified staff members for whom this is a home school are expected to attend and classified staff members are invited to attend. If a situation arises where a staff member is unable to attend a meeting or professional development activity, arrangements must be made in advance with Carolyn. Each faculty member is responsible for staff development, information, directives, or decisions resulting from the faculty meeting, present or not. All staff members are encouraged to participate actively in meetings.

#### **Professional Development:**

All LCPS licensed staff must complete a minimum of 18 hours of staff development annually. The hours may be accumulated via sessions offered in MyLearningPlan or staff may submit a PD proposal via MyLearningPlan to attend outside professional development. Principal approval is required. All eight (8) VA DOE options may apply.

Each certified staff member will be required to participate in school-based professional development activities. It is the responsibility of the individual to maintain and submit records of staff development. Teachers must submit proposals to attend off-site professional development activities or to present on-site activities to the staff via My Learning Plan. The proposals will be reviewed by the principal and then submitted to the Staff Development Office for final approval.

A record of division-wide professional development activities may be maintained on MyLearningPlan.com.

Staff development activities will be planned for some staff meetings and at other times throughout the year. Teachers will be involved in planning and implementing those activities. School-wide professional development plans will reflect school improvement goals and initiatives. We will also attempt to offer a variety of options to meet the varied needs of staff members.



#### **Evaluation and Self-Appraisal:**

Administrative, certified and classified personnel are evaluated as described in their evaluation manuals. The evaluation process for teachers and all other licensed personnel on continuing contract is completed every three years and follows the procedures established by the State Board of Education to implement the Standards of Quality. Refer to the appropriate evaluation manual for details on the evaluation process.

One of the marks of a competent teacher is the ability to continually conduct self-appraisals for the purpose of setting instructional and professional goals. In the first month of school, all certified staff members are expected to submit to the principal his/her specific instructional and professional development endeavors. Two goals are required. All certified staff members on the formal evaluation cycle will meet with Carolyn by the end of September to develop goals and determine dates for observations and future meetings. Those on informal evaluation will meet with Carolyn by the end of the first quarter to review their goals and determine observation and meeting dates.

#### **License Renewal:**

The basic requirement for licensure states that each holder of a renewable license in Virginia shall accrue a total of 180 points during the five-year validity period of the license. Additional requirements are described for license holders who do not have a Master's degree and for holders of the Technical Professional license who do not have a Bachelor's degree. Refer to the Licensure Manual for additional



information or call the Department for Personnel Services if you have questions. License renewal is the responsibility of each individual. Please read the manual carefully and keep abreast of your status and responsibilities. All requests for points, which require School Board Office Approval, should arrive in the Department for Personnel Services prior to the activity.

- Internet Courses must be offered by a regionally accredited institution and a transcript must be provided if they are requested for renewal credit.
- If a person earns points in a school-based or county-provided workshop, the points will be listed in each individual's My Learning Plan transcripts.
- Content courses may not have an EDUC prefix.

An accurate record of professional development participation may be maintained by using MyLearningPlan.com to register for courses and workshops offered by the school division. Again, it is the responsibility of the individual to maintain those records.

## Other Personnel Policies

Loudoun County Public Schools Policies and Regulations can be found on the Loudoun County Public Schools website. By clicking on "*school board*" and "*policy and regulations*," you can download the entire document. LCPS' policies and regulations are posted to the LCPS web site as mandated by the Code of Virginia. A printed copy of the policies are updated and maintained in the principal's office.

Staff members should be familiar with the following policies:

7-2	Sex Discrimination and/or Sexual Harassment
7-12	Appointment, Assignment, and Transfer
7-21	Evaluation and Instructional Supervision
7-34	Responsibility Concerning Harassment
7-36	Responsibility Concerning Drug Usage
7-37	Drugs, Narcotics, and Alcohol
7-53	Evaluation Related to Step Increase
7-58	Leave without Pay
7-73	Reduction in Force-Licensed Employees
8-55	Child Abuse and Neglect

The above policies will be maintained in a folder on the staff drive.



## Staff and "Social Networking":

You put yourself at risk of violating Policy 7-35 if you:

- have online behavior involving contacting and communicating with students;

- choose to post information regarding yourselves on Facebook, Instagram, Twitter, etc.;
- "friend" students or their parents.

## Sexual Discrimination/Harassment:

The Loudoun County Public Schools shall maintain a working and learning environment for its employees and students which provides for fair and equitable treatment, including freedom from sexual discrimination and harassment. No employee or student, male or female, shall discriminate on the basis of sex or harass another employee or student by making unwelcome sexual advances or requests or sexual favors or engaging in other verbal or physical conduct of a sexual nature. All school personnel should show by their words and actions that they do not condone behavior, which violates the provision of a positive climate. Refer to policy 7-2 for detailed information.

# STUDENT MANAGEMENT



## General

**Classroom Management** – All staff members will use "Whole Brain Teaching Rules" as the basis for their classroom management. This is in response to our climate and principal surveys over the recent past, requesting consistency throughout our building in management of students. In addition to the WBT rules, all will use "class-yes" and either the "scoreboard" or other means (thru "Loot" or other positive behavior system) to enforce adherence to the rules. The use of the "green, yellow, red" type of system is not appropriate. If you have students who need further behavior plans, Angie Wilt, our Educational Diagnostician is an excellent resource for this. Students having difficulty following established and consistent rules should be discussed at CLT meetings; your teammates are an excellent resource. Parent notification by telephone is also necessary if the behaviors persist. Students referred to the office will need to bring a completed Office Referral. If you anticipate that the student may spend more than a few minutes in the office, please send appropriate work to be completed either with the student or with another student soon thereafter.

## Student Records

There is much information in the student file. It is the responsibility of each licensed staff member working with students to review the record of every child prior to the beginning of the school year. This includes the classroom teacher, ELL and Sped case manager. Please share any important and appropriate information to others working with the

student (custody, legal, health concerns, etc.) This will be helpful information to have read prior to our Open House and BTSN. As students enroll during the year, please make sure to review the records soon after they arrive.

## Morning Routine

### Dismissal Folder:

Each homeroom class will have a colored folder which will be used to send up communication in the morning. Please send up the folder, including any notes, to the office by 8:05. See notes about the change in attendance.

### Attendance How To:

Teachers will be taking daily attendance using the Phoenix Grade Book. Navigate to the *Home Screen*, click the *Attendance* button. This will launch the attendance screen in either Chart View or List View (depending on the most recently used mode). To select *Chart View*, hover over the attendance button and select *Chart*. Click on a student's picture in the grid to toggle through attendance reasons. A yellow S indicates the student was tardy. An orange U indicates the student was absent. If a student is present, nothing needs to be done. All unmarked students will automatically be marked as present when complete, click Save. To use *List View*, hover over the attendance button and select List. A list of students in the class will display down the left side of the screen. Upcoming dates will appear across the top of the screen. Find today's date and click next to a student's name to toggle through attendance codes. A yellow S indicates the student was tardy. An orange U indicates the student was absent. If a student is present, do nothing. If a parent has indicated to you that their child will be tardy, please forward that note (or email) to the office (Nancy Davis and Dawn Harpster) and mark the student absent. When the student arrives, attendance will be changed. All unmarked students will automatically be marked as present when complete, click Save. This task cannot be delegated to students According to a state regulation, the school is obligated to call each parent if a student's absence is not verified. Encourage parents to call in absences using the telephone recording system at **571-252-2071**. Excessive tardiness should be discussed with the principal if teacher contact with parents is not productive.



### Bus Passes:

If a student gives you a note for a bus change, ensure the student receives a bus pass at the end of the day. Should a transportation change be called in to the office during the day, the office will issue a bus pass and place it in the dismissal folder.

### Other Notes:

If a student gives you a note for a previous absence, early dismissal, physical education excuses, etc., place all notes in the dismissal folder that comes up to the office in the morning.

## Snacks and Lunch Procedures

### Student Snack:

Each teacher, with the exception of half-day kindergarten, is responsible for scheduling and informing parents about classroom snack. Snack time and parameters are at the discretion of classroom teachers, but all FDK, 1st – 5<sup>th</sup> teachers need to schedule snack. The following guidelines are recommended:

- At the beginning of the school year, inform parents in writing of the snack procedures.
- Encourage students to bring easy to eat, healthy snacks. (Please do not scold students for the healthfulness of their snack (or lack thereof).
- Designate a time each day for snack and keep it within a 15 minute period (some students have snack while working).
- Inform the principal if students do not bring snack and appear to be hungry, especially if this is a patter and you have called the parent
- Staff members are not to provide students with food. Please discuss any concerns with the principal.
- Have students clean up their areas after snack.



### Lunch Procedure and Schedule:

It is important to adhere to the cafeteria schedule. Teachers must arrive and pick up classes on time. **Teachers are expected to walk students to the serving line.** Classroom clocks and personal watches should be synchronized with the cafeteria clock. Students will enter their Student Identification Number on the keypad as they move through the serving line.

Teachers are responsible for teaching students appropriate serving line and lunch room procedures. Every day of the first week of school, teachers are expected to stay and eat with their students to assist in teaching/practicing these procedures and behaviors. Students go through the line quietly and should clearly tell the servers the lunch option and side dishes they elect to have. They should always treat cafeteria staff members with respect. When picking up students from lunch, teachers will go to the table, direct students to pick up all of their trash and then have them line up in an orderly fashion. (Please do not have them line up until you see that the table is clear of all trash). They will throw trash away as they line up.

# Student Arrival and Dismissal

## School Hours for Students:

School begins at 7:50 a.m. and dismisses at 2:35 p.m.

## Student Arrival:

Students may begin entering the school at 7:30 a.m. and will wait in the cafeteria until the 7:35 bell. Students are considered to be on time until the 7:50 a.m. bell sounds. Designated staff members will be responsible for overseeing student arrival on certain days of the week and should report to the cafeteria no later than 7:30 a.m. and the front of the school by 7:30 a.m. (see Duty Schedule).

**Classroom Teachers are expected to supervise outside the classroom door, greeting and welcoming students between 7:35 and 7:50. Other staff members will be assigned posts to supervise during student arrival and dismissal.**

## Student Dismissal:

Teacher instruction should continue until 2:30 p.m. All children should prepare for dismissal when the ***preparation for dismissal bell sounds at 2:30 p.m.*** Dismissal will begin when the bell rings at 2:35 p.m.

- The staff members on car duty will report to the gymnasium hallway at 2:30 to be prepared to supervise students as they arrive.
- When the 2:35 bell rings, an announcement will be made over the intercom. It will call for all car riders, bus of the week, "Team Demory" and any after school activities for that day. (Team Demory students are those that live at Demory Terrace. Their bus is a "first load" so the students need to leave the classroom at the first bell.). Classroom Teachers will be given a list of Team Demory students at the beginning of the year. Car riders will exit at door B1; Team Demory will exit out of A5 (closest to the front office).
- A staff member assigned to bus duty will announce on the radio that "Grades 3, 4 and 5 are dismissed". All classes will leave out of the same exit, D8 (the front exit near Kindergarten). Please be courteous in the hallways and let entire classes go by before starting with your group.
- **Students will walk in line to buses under the direction of classroom teachers. Teachers are expected to walk with and supervise students the entire length of the bus line. Please understand: the teacher is ultimately responsible for knowing on which bus a child left school. Please be attentive to this every day.**
- **If parents or other adults attempt to remove a student from a bus, they should be directed to the office immediately. A student should not be removed from a bus until directed by office personnel or an administrator.**



## Bus Duty and Car Rider Duty:

A team of teachers is designated to supervise dismissal each day. Staff should begin moving to the bus area or car rider area at the sound of the 2:30 bell, so that they are outside when the 2:35 bell rings.

Car Riders are assigned a "car-rider number" at the beginning of the school year. The number will remain unchanged from year to year unless there is a lapse in the time that the family has at least one member attending Lucketts. Students will congregate near Exit B1 and staff members will assist in getting students outside and into appropriate vehicles. Staff Assigned to Car Rider duty will switch to "Channel 2" on the radios.

Every teacher who has one should carry a two-way radio and maintain communication with office personnel, as needed to handle bus issues.

## Transportation Changes:

Office personnel will record parents' requests for transportation changes throughout the day. Office personnel will issue bus passes and car rider passes for changes made during the school day. If a student says that he/she is to do something different from the regular routine, but does not have a note, please send the student to the office so that we can confirm the dismissal plan. **It is the classroom teacher's responsibility, to notify students with transportation changes and to ensure they understand where they are to go.** Any changes in transportation which occur after 2:20 will be announced via the intercom. In the event an error is made, it is the teacher's responsibility to contact parents immediately to explain the situation. Please include this information in your substitute folder. NOTE: Please do not trust students that they know about their own transportation arrangements without confirmation from the office or the parent. Please send any student for whom there is a question about dismissal, up to the office as soon as you are aware of a possible problem.

## Early Dismissals:

Students with early dismissals should not be released from classrooms until notified by office staff.



## Early Closing Procedures:

Teachers are apprised of early closing as soon as the information is available to the office. Although parents are informed early in the school year to arrange for proper supervision of children in the event of early closing, our concern for the children demands that we check with them regarding their procedures for

getting home. We will request updated information regarding early dismissals in late November.

### **Students Staying After School:**

Students need permission slips to remain after school. Sudden decisions to keep a student require a parent or guardian's telephone permission secured by the teacher or office personnel, not the student.

Teachers should attend to the After School Activity Lists that are sent out during the school day. Students who remain after school for special programs, tutoring or to remain with a parent who is a staff member must be supervised by an adult at all times. They should not be permitted to roam through the building or enter into any rooms (including the gymnasium, restrooms and cafeteria) unless accompanied by an adult. There are to be no exceptions to these rules.

### **Morning Broadcast and Minute of Silence**

Shortly after the 7:50 a.m. bell, the entire school will turn on promethean boards for the morning broadcast, which will begin with a minute of silence followed by the Pledge of Allegiance to the Flag.

**Students are expected to stop working, remain silent, and to focus on the promethean boards during the daily broadcast.**



During the minute of silence, teachers and students should remain silent. Teachers shall not influence students in any way to pray or not to pray or to meditate or not to meditate. If a student asks, a teacher may advise a student that if the student desires to have a silent prayer, he or she may do so. Students and employees are prohibited from praying aloud. Teachers and administrators must not allow or tolerate any coercion or overbearing by some students to force others to engage in or refrain from prayer or any other permitted activity.

Staff members who are located in public places during the minute of silence are expected to respect this procedure and encourage school visitors to do the same.

### **Collection and Distribution of Items**



#### **Money:**

Any money that is collected must be counted and properly identified. Money for different purposes

must be accounted for separately. **No money can be solicited from children without administrative permission.** Money must be counted, receipted, placed in a labeled envelope and sent to the office the morning it comes in by 11:30 am. It may not be stored in classrooms overnight. The money must be accompanied by the **Cash Transmittal Form**, which is to be completed by the staff member collecting the money. If money is given to you after you have turned in your transmittal form, please see Dawn for how to handle turning in those funds. Address all questions regarding the collection of money to the school's bookkeeper.

### **Reimbursement for Purchases:**

Staff members who are requesting reimbursement for school items purchased must obtain prior approval from the principal, purchase items using the tax exemption form, and submit an original sales receipt. Sales receipts must be dated July 1, 2016 through June 30, 2017. We will not accept receipts with personal items included.

### **Book Clubs, Newspapers, Magazines:**

If a classroom teacher is collecting money for book clubs, newspapers, magazines, etc., checks must be made payable to the vendor and not to the teacher or the school. Because of concerns raised by some parents about inappropriate language or themes in books sold by book clubs, send a letter regarding book club participation home at the beginning of the school year and look for parental signatures on book club orders. A **Book Club Disclaimer** form is available on the staff drive.

### **Distribution of School-Wide Publications:**



All school-wide publications, classroom newsletters, PTA notifications, lunch menus, completed homework, etc. should be sent home every Thursday in the Teacher/Parents Communicator folder. All other notifications from the office will be given to teachers for distribution in the Communicator folders, unless directed otherwise. Flyers, newsletters and other communications should be sent home only on Thursdays, unless otherwise directed.

### **Requests for Items from Home:**

It is advisable to check with the principal about items that children are requested to bring from home. The principal needs to be aware of requests and will discuss with the teacher potential problems with the requests.

### **Parent/Student Handbook and Student Rights and Responsibilities:**

A review of the Student Rights and Responsibilities (which is now accessible on-line) must be conducted during the first week of school. Please insist that the acknowledgment receipt for the Student Rights and Responsibilities is signed by the parent and returned



to you so that it may be placed in the cumulative folder. The teacher is responsible for tracking and documenting the receipt of acknowledgement. These must remain in the students' cumulative files. If you have difficulty getting information from families, please enlist the help of our Parent Liaison, Marjon.

## Student Safety and Supervision

### Adult Identification:

All Loudoun County Public School employees are required to wear photo identification badges.



During the school day, all visitors are required to use the AIPHONE system which is located at the main entrance on the left wall. All visitors and staff that enter through the front door will be required to show a photo identification, regardless of whether staff personally knows you. You will be asked to hold your photo 3-4 inches from the camera. Adult visitors are expected to check in at the office and obtain a visitor's pass, which is to be displayed for the duration of his/her visit within the building.

All exterior doors should be kept closed and locked at all times. It is the responsibility of staff members, not students, to ensure that outside doors are properly closed and latched when doors are used for exit and entrance to the building. Classroom doors should be kept locked at all times and closed when you are not in the room. In general, classroom doors are to be open during instruction.

All staff members are responsible for the security of our school and should question adults who are not displaying a visitor's pass or wearing a badge. It is your duty to report suspicious incidents or individuals to the school administration immediately.



### Classrooms:

**Students must be supervised at all times.** If a teacher needs to leave the classroom, another staff member must be notified to provide temporary supervision. A student may not be responsible for supervision. Further, students are never to be reporting on other students' behavior.

### Items Brought to School:

Children are not to bring toys or other unnecessary objects (for example, electronic games, CD players, trading cards, sports equipment, etc.) to school or on the school bus for entertainment or play. The school will not be responsible for items lost, stolen, or damaged when brought to school. Unnecessary objects should stay in the backpack or they may be confiscated.



**BYOT:** Lucketts is now a "Bring Your Own Technology" school. This is implemented differently based on grade level decisions. The grade level needs to agree as to how they will implement this initiative and communicate that at Back to School Night and throughout the year. Consistent enforcement of the decision is important for each team member. Technology brought from should not be used for entertainment (game playing, "surfing" the internet, etc.). It is to be used for educational purposes. If a teacher wants to use technology for a reward for a special accomplishment for the entire class, that will require advance notice to all parents. It is the teacher's responsibility at all times, to monitor use of devices. An acceptable use agreement is signed by all students at the beginning of the school year which notifies parents and students of the rules and responsibilities of using technology in school. Please discuss any concerns with the principal.

### Restrooms:

Teachers with classroom restrooms are responsible for supervising the proper use of these facilities. Restroom use should be managed and supervised. Not all children use the bathroom facilities properly, therefore, instruction given promptly and routinely along with bathroom checks will be necessary.

Public (hallway) restroom breaks should be organized for efficiency. Check to see how many accommodations are available in each bathroom. Allow only that many students in and move the group swiftly.

Younger students must be sent to the restroom with a responsible "buddy." Classrooms need a system for students who use the community bathrooms to include at a minimum, **a sign-out sheet, indicating the students' names and the time they left the room.**

### Traveling Throughout the Building:

An adult must accompany and supervise students traveling to and from classes, lunch, and recess. Students should move through the halls in a single line away from the walls when traveling as a group. They are expected to be quiet and orderly, understanding that classes are in session.



Younger students should not travel through the building alone. They should be sent to the office, clinic or other areas of the building with a buddy. Remind students that they are to go and return

directly and not make “side trips” throughout the building.

### **Recess Regulations and Supervision:**

Recess should be provided for each child daily in grades 1-5 and Full Day Kg. Recess is defined as a “daily fifteen (15) minute, teacher supervised, unstructured break from the instructional routine.” Students can earn extra recess at the teacher’s discretion and as a result of the WBT classroom scoreboard or other classroom incentive. Recess should be concluded by 2:15 p.m. and staff and students back in the building by 2:20 p.m. for afternoon announcements. Recess is outside unless it is raining, snowy/icy, or there is a weather alert. Recess does not have to be outside if the temperature is below 40 degrees Fahrenheit. (It will be a long winter if you go with this.) Please make sure students are getting movement throughout the days regardless. You will be notified of any weather alert preventing outside recess.

### **Exceptions for recess participation are:**

- The child who is sick and has a note.
- A student who is misbehaving during recess may be required to sit out for a period of time during that recess time. Extreme misbehavior should be reported to the principal so that further action can be taken.
- Teachers may not take recess time away by having students walk/run laps, etc. Recess must be at least 15 minutes daily.
- PLEASE NOTE: Students **may not** be denied recess as a disciplinary measure or for not completing work. They may be denied EXTRA recess, but if this is happening frequently, please discuss these instances with the principal.



### **Specific LCPS Guidelines for Recess Supervision:**

- A radio should always be taken outside for recess. Please be certain to turn off the radio and replace it on the pedestal after recess.
- Each classroom teacher is to define: 1) boundaries of the play area, 2) games and activities permitted, 3) behavior expectations, and 4) the signal to stop and/or line up.
- Recess must be carefully supervised by an adult circulating around the play area – not sitting on a bench or standing by the door.
- Recess should be held outside, unless it is raining, snowy/icy or there is a weather alert. (The 40 degree guideline is in place as well).
- Teachers are to include recess plans and procedures in the substitute folder.
- Recess may be cancelled occasionally (as would any other instructional program at times).
- Teachers are to define and model the proper use of equipment and game rules.

- Teachers are to stop any activity which, in the judgment of the teacher, can lead to an accident.
- Teachers and students are to be responsible for classroom recess materials.
- When there is a need for indoor recess, quiet games and activities are to be encouraged. Maximum attention should be given to safety when using the classroom for recess.
- Teachers should know each student’s health problems and utilize appropriate precautions during recess. Work with Nancy Davis on this.
- Plan and anticipate – know the consequences that a movement or activity will produce.
- Students may be given choices as to what they may do outside. (Example: kickball, jump rope and freedom to sit/relax/play quiet games)
- Students who violate the playground rules or treat others in a disrespectful manner may be given “time out” from recess. If chronic problems exist, a plan should be developed to prevent further problems.
- Teachers are to work out a plan for supervising students not participating in recess – either place the child in a teammate’s class or have the student sit on a bench in full view of the classroom teacher when outside.
- Loss of recess (or recess time – including having students walk/run laps) may not be used as punishment for individuals or groups of students.

### **Expectations for Safety During Recess:**

- The PE teacher will go over safety and recess equipment at the beginning of each school year with each class.
- Students should refrain from climbing to or sitting on the top bars of the equipment.
- Students should refrain from swinging back and forth on the bars.
- One student at a time on any horizontal or vertical ladder.
- Students should refrain from hanging upside down on the equipment.
- Students should exercise caution when dropping or jumping from the equipment: look below to be certain that the area is clear, bend knees slightly, and release with both hands at the same time.
- Students should move carefully on the equipment to ensure the safety of others.
- Contact sport games, such as football, are discouraged at recess.
- Hardball is prohibited at recess.



### **Recess Accidents:**

In the event that an accident occurs and requires the full attention of the teacher, all playground and/or student activities must stop and the remaining students must line up while the student(s) involved in the accident is (are) receiving attention. Office

personnel should be notified immediately via radio. Injured students are not to be moved if the injury may involve a fracture, or is localized to the head and/or neck as a result of impact with another student or a structure, or as a result of a fall from playground equipment. All such accidents are to have an accident report filed with the HCS and/or the principal.

## Student Health and Safety

### General Safety of Students:

Each teacher is responsible for the safety of students in the classroom and throughout the school. This requires vigilance and good judgment.

- Students cannot be asked to move or carry heavy equipment.
- Students cannot bring in any items that might cause a safety problem.
- Aerosol cans of any description are not permitted in the classroom.
- Teachers must purchase and use only those arts and crafts materials labeled with the CP (Certified Products) Seal or the AP (Approved Products) Seal. Please see the school bookkeeper for a list of specific prohibited items.

**Use of Food** - Food is not to be used for instructional purposes, nor should staff members give food to students. The possibility of food allergies or reactions causes us to be cautious about the use and distribution of food. If you have questions about this, see the principal.

**Classroom Parties** – If you have students who have medical concerns or food allergies, please involve their parents in the planning for class parties/events. This will ensure that no one is left out and will avoid hurt feelings.

### Emergencies:

Detailed plans for dealing with emergency situations are outlined in the school's Emergency Response Plan, which must be part of the emergency drill packet in each classroom. Every staff member should read and become familiar with the procedures outlined in the plan.



### **Fire (Emergency)Drills:**

Each teacher is responsible for training the class to respond to a fire (emergency) drill quickly and in an orderly manner. The response has to be automatic, which means that it has to be practiced. The frequency of practice drills is a decision each teacher needs to make.

The office will initiate school-wide drills once a week for the first month of school and once a month thereafter. Students are required to:

- Exit in single file in absolute silence.
- Face away from the building when they reach their stations.
- Wait quietly in line until it is safe to return to the building (as signaled by an announcement).
- If there is smoke in the hallway (or a smoke drill is taking place), students should crawl.

Teachers are required to:

- Post a **fire escape map** at eye level for students near the door. Primary egress should be coded in red arrows, secondary egress should be coded in blue arrows. The map should be posted in such a position that the arrow indicating the exit route is pointing in the correct direction of exit from the room. This may mean that the map is hung upside down or sideways.
- See that doors are closed (DO NOT LOCK) after students exit the room.
- An adult should check the area (looking around, per our "situational awareness) outside the classroom prior to sending students out.
- **Teachers should be at the back – not the front of the line.**
- **An Adult should check the area outside the school at each exit prior to anyone exiting through that door. That adult will use the radio to note that "C5" is clear and students may exit.**
- Take the **Emergency Bag and Radio** (with DAC, accounting forms,) outside with you.
- Take roll to ascertain that all are present and complete the **Student and Staff Accounting Form** and/or the **DAC**.
- All students and adults are to be accounted for.
- Accompany any student who is working individually or in a small group with another teacher outside of the general classroom (such as Reading Resource), out the closest exit and have the student stay with the specified adult in that area.
- Keep a copy of the fire drill plan in your substitute folder.
- See your Emergency Management Plan folder for specifics about emergency drills.



### **Other Drills:**

Staff members should be familiar with all aspects of the Emergency Response Plan, Lock Down and Lock-In, earthquake and tornado drills. A tornado emergency map will be posted as part of the fire escape map at the door of the classroom.

### **Physical Education Excuses:**

When a note is sent to excuse a child from participating in physical education, the teacher should

initial the note and include it with the attendance. The office will make a copy for the PE teacher and, if appropriate, the Health Clinic Specialist will file the note. If you have PE early in the day, please also tell the PE teacher about the excuse in case she has not had time to check her mailbox.

#### **Student Illness and/or Accidents:**

A child who complains he/she is sick should be sent, with an escort, to the clinic with a completed "LCPS Student Health Office Referral" form. Each teacher has a supply of Band-Aids for minor scratches and cuts. Generally the parent is notified to pick up the child from school for the following reasons:

- a temperature above "normal"
- vomiting
- injury
- several returns to the clinic on the same day for illness

A report (see *Student Accident Report* in Forms section) must be filed with the Health Clinic Specialist after an accident. If an injury warrants a parent call, it also requires an accident report.

#### **Health Records and Emergency Cards:**

Each teacher is responsible for checking health records and emergency cards for information relating to student health problems. Teachers need to:

- Observe students continually to note health problems, possible abuse, depression, emotional problems, etc. The observations should be reported to a school administrator immediately.
- Report health information to Health Clinic Specialist, such as persistent colds, long absences, serious illnesses and/or accidents.
- Include student medical problems and list the emergency procedures to be followed with individual students in the substitute folder.

#### **Child Abuse and Neglect:**

Under Virginia Law, school employees are required to report suspected cases of child abuse or neglect to the Department of Social Services. This law, which was designed for the protection of children, provides immunity from civil or criminal liability in connection with the reports, unless malicious intent is proven. Teachers must be alert to the signs of abuse and report any suspicions to the principal immediately. Once the principal makes the report the CPS, she will report back to the staff member that the report has been made. She will further inform the reporting staff member of the status of the case when that information is made available.

If any school employee is suspected of abuse or neglect of a school child, the principal is required to report it to the Division Superintendent and to the Department of Social Services. Likewise, if any principal is suspected of abuse or neglect of a school child, the school employee who has this suspicion shall report it to the Superintendent and the Department of Social Services.

The Code of Virginia authorizes Child Protective Services caseworkers in the investigation of child abuse cases to:

- Interview a student without parental consent, and without the participation of school officials; and,
- Take a child from school premises to enter her/him into the custody of Social Services without the prior consent or notification of parents. Child Protective Services will "sign the child out" on a form separate from the routine sign-out book. The form will identify the child's name, the name of the caseworker taking the child, the date, the time, and the reason for release (CPS investigation).

## **CURRICULUM AND INSTRUCTION**

### **Instructional Program**

#### **Curriculum:**

Each teacher is expected to know the curriculum and implement the state and local objectives for his/her grade level or subject area. Teachers are responsible for having and using current copies of all Loudoun County Public Schools curriculum guides, which are available on the LUC Staff drive. Curriculum guides are available via the LCPS Intranet at <http://www.intranet.lcps/>.



#### **Instructional Planning:**

It is expected that all teachers prepare advanced plans for instruction utilizing whatever method most suits his/her organizational needs. It is also expected that grade level teams will plan together and use common assessments. Lesson plans must include, at a minimum:

1. Learning targets linked to standards and consistent with LCPS curriculum and scope and sequence.
2. Plans for differentiating instruction for remediation and extension.
3. Questioning and activities that promote the development of critical thinking, problem solving and performance skills.
4. Assessment plans.
5. Higher level skills – according to Bloom

Planning must include formative assessment, as well as summative assessment. Assessment information will be used to determine grouping, identify individual student needs, and plan for differentiation of instruction. Teachers must use the previously created common 9-point plan for math and post those plans to the staff drive. Please update any previous plans being used as necessary for your students this year.

A master schedule was created for each grade level and common planning time was built into each



schedule. Daily instruction should include a balance between small group, total class, and individualized instruction. The master schedule allows for each teacher to dedicate a minimal amount of time to literacy development – 3 hours for all students. Changes in the schedule may not be made unless approved by an administrator. Math should be at least 75 minutes daily in all grades.

One-to-the-World Projects are to be completed by every teacher, specialists included. The expectation is one project based learning activity during each quarter for a total of at least 4. These can be created by individual teachers, grade level teams, cross-grade level teams and/or teams involving several specialists. Refer to the OTTW handouts for specifics. Please note that OTTW involves presentation to others outside the immediate classroom. Teams will present their project ideas to Carolyn by the end of the first month of school, during a CLT meeting or common planning time.



#### **Library Use:**

K-5 students will be scheduled time during the week to accommodate book exchange and library skill development. Each class, grades 1 – 5 will have one 50-minute period for library per week. Kindergarten classes will have 1 30-minute session per week.

#### **Class Disruptions:**

The office attempts to have all visitors sign in and obtain a visitor's pass before proceeding in the building. The office will only permit disruptions for:

- The morning broadcast
- Afternoon announcements at 2:20 p.m., when necessary
- Parents wishing to pick-up their child (early dismissal) – the office will call into the classroom
- Emergency procedures (ex. fire drill, tornado drill)
- Emergency phone calls

#### **Classroom Procedures:**

The establishment of routine procedures and consistent expectations is necessary within the classroom. Teachers should not tolerate any unnecessary disruptions and should advise school administrators of disruptions that need to be addressed. Parents who have not made advanced arrangements to visit should be re-routed to the office in a friendly manner. Parents have been informed that the arrival and dismissal time is not a good time to “touch base” with teachers.



#### **Homework:**

Please note Loudoun County Policy 6-14 regarding homework, which is included in the curriculum section of the handbook. Homework should be review and practice of skills taught during the school day. Homework should be assigned each day in accordance with the guidelines outlined below. In all cases work assigned for home study should supplement and reinforce work done in school. It is expected that each grade level team develop a homework plan to ensure consistent expectations from class to class.

#### **Elementary Homework Guidelines:**

In addition to work assigned by the teacher, homework also includes activities that children pursue because of their interest in the classroom program. Individual differences and needs of pupils should determine the kind and amount of homework that is assigned; therefore, teachers will be encouraged to make differentiated assignments. Under no circumstances should teachers assign homework requiring pupils to work with skills or concepts that have not been developed in the classroom. Moreover, homework should never be given as a punishment, nor for completing work that was not completed in class.

Assignments should be those that pupils can do independently. Parental involvement is encouraged through drilling on math facts, reading for pleasure, collecting specimens for science, making observations in the home and neighborhood, discussing various school-related topics, and playing games that reinforce skills. Be cognizant that not all parents have the resources or time to spend on homework with their students.

The amount of homework that a teacher assigns will vary from day to day. As a general rule, **primary children (K-3) should be required to spend no more than thirty (30) minutes daily doing homework; children in grades 4 or 5 should spend no more than one (1) hour daily**. A child who fails to complete his/her homework assignment because of reasonable circumstances may be excused from that assignment.

Projects – projects that are assigned need to be completed during class time. Do not assign graded work for homework. Also, materials needed for any project need to be provided by the teachers.

Teachers should assign homework with specific directions. All written homework should be reviewed, but not graded; other homework may be discussed informally. All homework that is assigned should be based on one or more of these purposes:

- To practice skills that have been introduced and developed in class;
- To relate understandings and skills developed at school to everyday life; and

- To enrich the school program by pursuing activities that can be shared with classmates the following day.

Based on LCPS policy, homework should be reviewed and feedback provided to students, but it should not be used as part of the student's grade in a subject. Student responsibility with regard to homework may be assessed in the area of work habits. Homework is a practice activity that is not graded, but students are expected to complete and submit the work.



### **Assignment Planners:**

The use of Student Assignment Planners is required in all second through fifth grade classes. Teachers are expected to teach students how to use planners through modeling, monitoring, and providing feedback. Teachers are required to check the assignment planners of all students during the first month of school and then check on an "as needed" basis throughout the school year.

Teachers are required to model the process of recording assignments by writing the assignment on the board every day.

### **Homework for FUTURA Students:**

Each student in the elementary school superior learner program is expected to make up all important work missed in the regular classroom. Important work includes special reports, critical assignments, and tests. All homework or special reports assigned in advance are to be turned in before the student leaves to attend the FUTURA program. Teachers are required to refrain from reviewing for tests, giving tests, or assigning major projects on days that some students are in attendance at FUTURA classes.

Important work missed in the regular classroom during the time the student attends FUTURA must be made up within two days. If the work is turned in during that time period, the student will not be penalized. **Students are not required to make up all daily work missed in the regular classroom because of attendance in FUTURA.** In situations where conflicts occur as to what constitutes important work, the principal will assist with the decision.

### **Sending Seatwork for Homework:**

A teacher should know how much work a student is taking home. We cannot casually say, "Finish all your seatwork (morning work) at home." It is essential to know why the seatwork has not been completed in the assigned time. A judgment has to be made about the feasibility of finishing all the seatwork, as well as homework assignments at

home. Bluntly, it is a rare circumstance that requires morning work to be completed at home.

### **Grading Papers:**

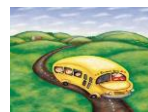
It is the responsibility of the teacher to review and/or grade assessments and other assignments. It is not appropriate for students to switch papers and grade them.

### **Purchasing Instructional Supplies:**

Each teacher is allotted a designated amount to use for the purchase of classroom supplies and equipment. On-line ordering is used for all Specialty orders. (See instructions in the forms section.) All other orders must be written or typed on order forms and submitted to the bookkeeper. Administrative approval is required to make additional purchases. Requests for funds may also be submitted to PTA.

Teachers must check with the principal before purchasing any instructional or supplemental materials for reimbursement. The school's tax exempt number must be used for reimbursable purchases, as we will not reimburse tax charges. Teachers will not be reimbursed for purchases that have not been pre-approved.

**All items purchased for use in classrooms/offices must be toxic free.** Please refer to the list of "toxic items," which may not be purchased in the forms section of the handbook.



### **Field Trips:**

**If a grade level takes a field trip,** the destination dates and arrangements and fees for a field trip must be decided upon with the grade level team and approved by school administrators. Field trip request forms are available on the intranet. The request must be approved in advance by the principal before it is submitted to the transportation office. The transportation office determines if buses are available and the number of buses that will be used. Transportation costs will be added to the cost of the trip for students. Work with Carolyn to determine the amount to be requested from parents.

Field trip request forms must be submitted at least five weeks in advance of the trip. It is preferable that all field trips are scheduled (not necessarily taken) prior to the end of the first quarter. It is critical that these deadlines be met in order for the trip to be approved.

Permission slips that explain the purpose of the trip, the destination, times of departure from/arrival at the school, and other relevant information (such as lunch arrangements, ticket information, etc.) must be sent home a few weeks in advance of the trip. The principal should review permission slips before they are sent home.

Teachers must arrange for adequate supervision (chaperones) during the trip. Since there are a number of parents who seem to want to accompany their children on field trips, we can accommodate as many as the buses will hold. Only children who are students in the Loudoun County Public Schools may ride the bus, therefore chaperones must make childcare arrangements for preschool children. In some cases there may be parents who wish to drive to the field trip site. This should be discussed with the principal in advance.

In general, Music, Art, Library and P.E. classes will not be rescheduled if a class is attending an assembly or participating in a field trip.

The use of charter buses is discouraged, unless the trip is beyond a 90 mile distance from the school. All charter bus arrangements must be approved by the principal and must include a plan in the event the trip is cancelled.

#### **Suggestions for Safe and Organized Field Trip Experiences:**

- Coordinate with the Health Clinic Specialist to obtain medication and directions for administering it for any students who take medication during the school day.
- Carry one first-aid kit (from the clinic) on each bus.
- Have name tags with school, and school phone on each.
- Remind students to dress appropriately for the type of field trip you are taking.
- Take coolers and specify the type of drinks you want students to bring.
- Carry plastic bags, trash bags, paper towels and napkins.
- Have clear directions to the destination for the driver.
- Bring money for tolls.
- Hold a pre-field trip meeting with chaperones, noting expectations for student behavior, etc.
- Let chaperones know about lunch arrangements and any procedures you would like them to follow.
- Inform chaperones that siblings are not permitted to attend a field trip.
- Group children so that the chaperones can handle the different personalities easily.
- Carry a cell phone (if possible) during the trip, but inform parents that cell phones are to be used for emergencies only while chaperoning field trips.
- Students and chaperones are responsible for cleaning trash up from buses at the end of the trip.
- Have a procedure in place for parents who will take students home after the field trip, making sure to have documentation of each student that leaves with a parent
- It goes without saying. . . whether you have only your own students on the bus, or whether you have split the groups, please show the utmost care for every student on the trip as needed. The adults on

the trip are watching your actions and reactions to student need. The care you show will be noticed! The following items should be left with office personnel prior to leaving for the trip

- The completed attendance folder
- Copies of student permission forms to attend the trip
- A list of chaperones attending the trip
- Cell phone numbers for teachers who are supervising the trip
- A trip itinerary detailing targeted locations and times



#### **Word Study:**

LCPS uses a *word study* approach to spelling instruction at the elementary level. Assessment is conducted at the beginning of the school year and students are placed in word study groups appropriate to their word level knowledge. Below is an excerpt taken from *The Literacy Connections* website: <http://literacyconnections.com/WordStudy.php>.

As research shows, “we learn best by active involvement and practice with the task at hand, which allow us to see word and letter patterns for ourselves. Research suggests that the brain is a *pattern detector*, rather than an *applier of rules* (**Cunningham, 2004**). If our brains are indeed “pattern detectors,” then we should provide our students with plenty of opportunity to investigate and organize those patterns.

The field of word study provides students an opportunity to manipulate words (and parts of words) in meaningful and enjoyable activities and games. Reading ability can develop dramatically as word study lessons develop experience with:

- Letters and their corresponding sounds.
- Components of words, such as roots, prefixes, and suffixes.
- Patterns of how words are spelled, such as word families.
- How parts of words often will give hints to the meaning of a word, as well as its spelling or pronunciation.

Word study activities call for *active* problem solving. Students are encouraged to look for spelling patterns, form hypotheses, predict outcomes, and test them. These activities require students to continually ask themselves, “What do I know about this new word, and how is it similar to words that I already know?” It may be helpful to parents to post instructions for word study activities in addition to keeping instructions with the word study folder.

#### **Independent Student Reading:**

Independent student reading must be a component of every day for every student, including conferencing with students.

### **Reading Assessment:**

- Teachers respond to students' needs based on formal and informal assessments.
- Teachers use assessment data to determine baseline information for each student, to monitor progress, and to plan for subsequent instruction in reading.
- Teachers assess decoding, fluency, and comprehension for all readers.
- Teachers use a variety of assessment tools, both formal and informal, including such things as: running records, anecdotal notes, checklists, benchmark tests, standardized tests, and formal reading assessments (PALS; DRA 2).
- Teachers in grades 3-5 administer the DRA 2 to determine students' areas of strength and weakness in reading.

### **Students Underachieving or In Need of Assistance:**

Each teacher should be able to identify students who are in need of assistance or underachieving by the end of September. After identification, the CLT will meet to discuss strategies for remediation and future assessment.

Individual Learning Plans must be developed and implemented for the following students:

- Those in grades K-3 who fail to meet the PALS benchmark.
- Those in grades 3-5 who fall in the bottom quartile (25<sup>th</sup> percentile or lower) on standardized assessment.
- Fourth grade students who did not pass the 3<sup>rd</sup> grade SOL reading or mathematics assessment.
- Fifth grade students who did not pass the 4<sup>th</sup> grade SOL reading or mathematics assessment.
- Those in danger of not passing the SOL assessment.
- Those who show potential for enrolling in higher level classes, but are underachieving.
- Please NOTE: students below grade level are to receive reading intervention from the classroom teacher every day. They should also be receiving an intervention group of some kind. If you have questions about this, please see Carolyn or Judi.

### **Tutoring by School Personnel:**

In the absence of a school board policy, the following are guidelines concerning teachers tutoring students.

- Teachers should not tutor on school grounds for profit and should never work with a child in a non-public, secluded area after regular school hours.
- Teachers should be discouraged from tutoring students for whom they provide instruction during the regular school day (and give a grade) in the tutored subject.



- Teachers should not offer their tutoring services (for profit) to parents unless approached by a parent seeking such help. No solicitation.
- Once a tutoring agreement has been reached between a parent and a teacher and the services will be rendered off of school property.

## **Student Assessment**

### **Standards-Aligned Report Card:**

The standards-aligned report card LCPS implemented in 2009 was designed to provide parents with a clearer understanding of what students are expected to know and be able to do. Standards are statements about learning expectations for students and a standards-aligned report card should send an unmistakable message about what children know, what they are able to do, and what they need to learn in relation to the Virginia SOLs and the LCPS curriculum.

### **Planning for Assessment:**

Standards are typically written in teacher language. As part of the process for planning for assessment, teachers are engaged in unpacking each standard into its component parts and identifying more specific learning targets. Learning target is the term we use to identify what teachers want students to understand and be able to do as a result of instruction. When creating learning targets, it is essential to use language that is student-friendly in order to share these learning targets with students in a meaningful way. Learning targets are similar to objectives; in addition to the target, students also post the closing task as part of the lesson frame. (From Fundamental Five).

### **Formative Assessment:**

Formative assessment is essential to accommodate instruction responsive to students' learning needs. Thomas Guskey suggests that for formative assessments to become an integral part of the instructional process, teachers need to: "1) use assessments as sources of information for both students and teachers, 2) follow assessments with high-quality corrective instruction, and 3) give students second chances to demonstrate success" (2007).

Formative assessment is ongoing and implies that some instruction has already occurred. The teacher uses the assessment results to adjust instruction perhaps multiple times during the same lesson. The feedback provided to students should be specific and descriptive enough for them to adjust their learning, as well. Teachers are engaged in formative assessment when they integrate the use of individual whiteboards or ActiVotes into their lessons. When students complete their work and hold their whiteboard up or register their selection on the ActiVote, the teacher can quickly determine who is understanding and who needs help. Periodic quizzes are considered formative assessments as long as the



information collected is used to guide the teacher's instructional decision-making and to assist students in making course corrections as they navigate towards mastery of the learning target. Having common formative assessments will increase the learning and improve the teaching for any given concepts/students. It is important for teachers to create assessments that reflect common teaching.

To distinguish between formative and summative assessment, you might think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.

### **Summative Assessment:**

Summative assessment, which occurs after learning, is used to document how much learning has occurred at a point in time. Examples include, but are not limited to, tests, performance assessments, and essays.

Student progress relative to learning objectives must be recorded using the Phoenix grade book throughout the school year. A consistent grading plan must be established at each grade level after team discussion and agreement. The grading plan must be consistent with the indicators and scales used on the report card. Assessment should rely on best practices, provide multiple indicators, and differentiate based on student needs.

Note: If a student does not demonstrate mastery of a concept through a summative assessment, the teachers continue to be responsible for teaching that material to the student. Students need to master the skills being taught. Work with your team and access other resources if students are not meeting grade level expectations.

If after giving the formative assessments, all students have learned all of the skills, the summative assessment may be used to determine if students are at level 4, through application, justification, etc questions. Through project-based learning, the learning targets and how to assess them would be determined by the team prior to beginning the project.



### **ParentVue:**

Please note that parents have access to the parent portal. This allows them to see grades that have been posted to your gradebook. Grades need to be entered within 5 days of the assessment. Work with Karen Boyer (our TRT) to make effective use of the gradebook; she can help you determine what can be seen by parents and what you should keep private.

### **Interim Reports:**

Interim Reports can be sent home any time during the marking period, but are usually sent at the mid-point. Students may receive interim reports for outstanding work and/or poor work.

### **Suggested dates for interim reports are:**

Quarter	Due to Administrator	Interims Distributed
1 <sup>st</sup>	9/26	9/28
2 <sup>nd</sup>	12/12	12/14
3 <sup>rd</sup>	2/27	3/1
4 <sup>th</sup>	5/15	5/17

Some general guidelines for sending interim reports\*:

- Student performance does not meet standards
- Student performance declines in a subject
- Student effort is weak
- Student displays difficulty with attention, work habits or behavior

\*The interim report should not be the first communication to the parent that a student is struggling; there should be a phone conversation or a conference prior to this paper coming home. (Remember that emails are not to be used to document difficulties or problems, whether academic or behavioral in nature).

The principal reviews interim reports prior to them going home to parents.



### **Report Cards:**

Report Cards must be completed according to school division guidelines. **(See Report Card Manual.)** Comments on the report card should be specific, not general. Accurate grade keeping and good anecdotal records make comment writing relatively easy.

Report cards are distributed four times during the year on dates selected at the county level. All report cards are submitted to the principal for review before distribution.

### **END PERIOD**

November 4  
January 26  
April 6  
June 9

Report Card Comments: for the first quarter report card (and only first quarter), bulleted comments can be used that are standard for every student in your class. This is assuming that the teacher and parent have had their first quarter conference (or at least have it scheduled). The bullets might be something like: "Thank you for meeting with me to discuss

Kara's adjustment to third grade. At that conference we discussed the following:

- Math problem solving and learning addition/subtraction facts
- Reading level and assessment of writing
- Social adjustment and Kara's characteristics that impact learning
- Social studies and science topics that have been of particular interest to her

I have enjoyed working with Kara this quarter and I appreciate her passion for writing". (You get the idea here – something positive and specific about the student).

After the first quarter, please have comments that are specific to each student's achievement in each academic area. A list of what has been covered that quarter can be included but it should not be the bulk of the comment for the student. There should be specifics about reading skills, writing skills, math skills and social skills. Noting specific strengths of a student is also appropriate. This results in all report card comments being different. That is fine. A purely positive report card comment is fine – there does not need to be anything that the student needs to work on. Neutral comments, such as whether the student is reading on grade level, etc. are fine as well. Remember that this is a parent's record of how their child is doing in school and they need to hear the positive. If there are struggles (academic or social), you will have called the parent and/or set up a conference to talk about those things prior to the report card coming home.

Please make sure that the 4<sup>th</sup> quarter also has some information about academics learned in the 4<sup>th</sup> quarter. Noting that the student has been a pleasure and you hope they have a good summer is not enough.

#### **Report Cards for Within-County Transfers:**

When a student transfers to Lucketts from within LCPS from the beginning or middle of the quarter, teachers should start taking grades based on the date at which the student comes to Lucketts. A note should be made in the comments, noting these circumstances. If a student transfers out of Lucketts close to the end of the grading period, it will be the responsibility of the sending teacher to create a report card for the student.

#### **Standardized Assessment:**

Loudoun County Public Schools participates in the Virginia State Assessment Program. At the elementary level, state **Standards of Learning**

**(SOL)** assessment tests are administered in grades 3, 4 and 5.

Grade	Tests Administered
3 <sup>rd</sup>	English Mathematics
4 <sup>th</sup>	English Mathematics Social Sciences (5 <sup>th</sup> Grade)
5 <sup>th</sup>	English Science Math

Second grade students are administered the **Cognitive Abilities Test (CogAT)** during February of each school year.

Kindergarten through third grade students are administered the **Phonological Awareness Literacy Screening (PALS)** during the first quarter of the school year. The purpose of PALS is to provide specific information about what young children know regarding essential literacy components: phonological awareness, alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition. With this information the teacher will know exactly what to teach to bring their children forward in reading development.

**Access for ELLS – WIDA testing.** Most students who qualify for ELL services, even those on monitor, will need to be assessed using this test. The ELL teachers will be administering these assessments; please be flexible and understanding during this time.

#### **Test Preparation:**

Teachers are expected to teach and assess Virginia Standards of Learning Objectives to prepare students for the SOL assessment program. Teachers should also prepare students for test format and teach students test-taking skills. In particular, teachers of third, fourth and fifth grade students should conference with the students to make them aware of the meaning of the scores, and hopefully, encourage them to attend to the tests responsibly. The use of Interactive Achievement is important in preparing students for online testing as well.

#### **Student Rewards:**

It is inappropriate for teachers to reward students with prizes, rewards or other items as an incentive to pass their SOL test or other assessments.

#### **Student Referral to Child Study:**

Teachers should follow the procedure described below when faced with unusual learning and/or behavior problems. Teachers must maintain accurate records that describe the problems, indicate the strategies used, include timelines and duration and the results of those strategies. Students referred to child study by the teacher must have been discussed at CLT meetings in order to put strategies into place to improve learning and/or behavior. Data



from these strategies must accompany a referral made to child study.

- The problem has already been discussed formally with a school administrator and with the parent.
- With the administrator's recommendation, the student is referred to the Child Study committee.
- A written referral is completed.

### **Student Retention:**

Teachers should refer to the Loudoun County Public Schools Promotion and Retention Guidelines for Elementary Students (included in the Report Card Manual) before seriously considering the retention of a student. Retention should not be discussed seriously with parents before it has been discussed with the principal. A teacher needs to support the retention with facts about the student's achievement, learning style, etc. These facts must be documented in the grade book and in anecdotal records.

Prior to recommending retention, the teacher should have close communication with the parent, refer the student to child study, and discuss student needs in the grade level CLT.

In general, parents will be officially informed of the possibility of retention at the end of the second grading period. Report card grades/comments should have been indicating issues in major subjects up to this point. The final decision regarding retention is made near the end of the final marking period. Retention is a committee decision. The committee should be comprised of the teacher, parents, a school administrator, and other resource teachers who work closely with the child.

## **COMMUNICATION BETWEEN SCHOOL, HOME AND COMMUNITY**

**Frequent and consistent positive communication with all parents will do wonders for your rapport and parents' perception of you. Work with your team to determine what your plan for communication will be and share it with Carolyn by email by August 24.**

First month communication: the classroom teacher is responsible for contacting a parent of each child in his/her class by telephone during the first month of school. This is a time-consuming task but it will be invaluable as you begin your relationship with these parents. Email will not work for this communication. If you do not reach the parent the first time you call, please leave a message and note when you will call again and that you would truly like to speak to them. You may also want to follow up (before the 2<sup>nd</sup> call) with an email, asking the parent the best time to call. It is expected that every classroom teacher speak with their parents by September 30<sup>th</sup>. Please keep a log of these calls. If a parent needs an interpreter, please contact Liz Miller or another interpreter to support you.

Schools should always enlist the support and cooperation of the parents and community. Education is a partnership, and, as such, school staff and faculty should look for opportunities to nurture the partnership. Here at Lucketts, approximately 25% of our parents do not have English as their primary language. Find out who these parents are and communicate with them in their primary language. If you need an interpreter, please call Elizabeth Miller. Using google translate is another alternative, especially if you know parents will read what you're writing in their own language. Also find out which parents need a paper copy of your communications.

### **Communication in General –**

All staff members should check their email the first thing in the morning before the school day begins for students. Please check it at least one more time during the day.

Please check your mailbox in the office in the morning before school and then at lunch. The office staff will make every attempt to have information to you early in the day if it impacts your students that day.



**Cell Phones** – All staff members should keep cell phones in a secure location. Please do not respond to calls or texts during the school day unless you are on planning or lunch. Please give out the school office number to those who might have an emergency and need to get in touch with you. Please discuss any extenuating circumstances with the principal.

### **Parent Conferences:**

In order for the school year to be the most productive for students, there needs to be communication between the home and school. Our goal is to meet with each child's parent or guardian **at least once during the school year**. The help of the parents is requested in attaining this goal. Additional conferences are scheduled as needed.

After the first three weeks of school and before the fifth week, it is important to contact the parents of students who are not working up to grade standards for whatever reasons. The problems of these children should be brought to the attention of the CLT data team. The principal will expect to see samples of the student's work and anecdotal notes in that meeting.

Teachers are encouraged to promptly arrange conferences with parents who have questions, concerns, or issues so that the issue can be addressed before it expands and creates other problems. The principal is available to attend parent conferences any time a teacher feels her presence is necessary.

### Teacher/Parent Communication Folder:



All students will have a teacher/parent communicator folder. Teachers are required to send home the folder with school information and classroom information at least every Thursday, but it may be used on other days as determined by the teacher.

Teachers are expected to teach, reinforce, and remind students about the appropriate use of the folders. The use of these folders, along with assignment planners, is not optional. All papers sent from the office for distribution are required to be sent in the Thursday folder the same week, unless otherwise specified. Parents are looking for this folder every Thursday; please make this a priority.

### Parent Liaison and Interpreters:

Marjon Clark is our Parent Liaison. She is part of our school staff and is here to assist parents and school staff. If you are having difficulty getting in touch with a parent, and/or you have knowledge of a particular need of a particular student or family, please contact Marjon. Elizabeth Miller is the interpreter we have been relying on for our parents who have Spanish as their first language and who need an interpreter.

### Notification of Classroom and School Events:



Teachers are expected to keep school families informed of school programs and events through notes, email and newsletters. Teachers are required to send home regular newsletters, by paper or email, to keep families informed of important dates, events, and "happenings" within the classroom. Teacher newsletters must be carefully proofread by one other staff member prior to distribution and shared with the principal as either a web page update or hard copy. Two communications per month is a minimum for each grade level. Many teachers are sending an email to parents every week or every two weeks. This is easy to do with Phoenix. See Karen Boyer, our TRT for support with this. If you send home a weekly message to parents, you do not need to create a separate newsletter. If you send a weekly newsletter, please copy the principal as well. If you are only communicating two times per month, one of those times must be a classroom newsletter. The other can be a grade level newsletter if you all agree. All newsletters must be posted on the teacher's web page.

Specific concerns about specific students should be addressed by phone or face-to-face conference.

Notes or emails about problems are not appropriate. This includes "Think Sheets". If you are sending home a think sheet (after properly conferencing with the student about the behavior), it is imperative that you speak with the parent (by phone or in person), prior to the parent receiving that sheet. If a student is needing lots of "think sheets", determine the function of the behavior and come up with a positive behavior plan for that student.

### Recommending Medication to Parents:

The General Assembly of Virginia prohibits school personnel from recommending the use of any psychotropic medications for any student. School personnel are not qualified to diagnose such conditions as ADHD and should be extremely cautious with comments made to parents or other staff members that may insinuate such a diagnosis.

### School Visitation:

Parents and community residents are invited to the school to visit and/or to have lunch at any time. They are expected to make arrangements with the classroom teacher for the visitation in advance.



### Volunteers:

Volunteers can be an invaluable aid to the classroom teacher and the school as a whole. We are very fortunate at Lucketts to have a dedicated cadre of volunteers. Teachers are encouraged to recruit and train volunteers early in the school year and arrange a schedule that utilizes their skills effectively and to the benefit of children. It is important to take the time to model and train volunteers in instructional techniques and methods for working with students.

**Please remind all volunteers of confidentiality issues, instructing them not to share specifics about students outside of the classroom. This should be done the first time a volunteer comes in. (We have a "Volunteer Responsibility" sheet that you may use).** For safety reasons, volunteers should only be working with students in public places and not in isolated areas behind closed doors.

The volunteer works under the direction and supervision of the teacher. He/she is not a substitute for the teacher. Instruction is the teacher's responsibility – the volunteer simply helps.

Please remember to be professional at all times with a volunteer, even if the individual is a close friend. It is imperative that you maintain confidentiality and refrain from sharing unnecessary information about our school or students. Quoting a teacher quickly becomes a favorite pastime and a source of unfortunate gossip.

### Parent Teacher Association:

The PTA is a strong and effective part of the school organization, managing the volunteer aid program



and serving as the school's chief fund raiser. For Lucketts, the primary fund raiser is the "Ice Cream". Please take a couple hours to support them by volunteering to help at the Lucketts Fair (selling ice cream). The PTA works to support the educational program by offering teacher discretionary funds, incentives, and special purchases. All staff members are expected to join and actively participate in the PTA. The parents so appreciate seeing our staff at their events. It just takes a few minutes out of an evening to stop in a say hello: they will remember it!

## **SCHOOL FACILITIES AND MAINTENANCE**

### **Classroom Environment:**

Each teacher is expected to maintain a clean, organized, attractive learning environment. The space should be functional. Bulletin boards should be changed frequently and student work should be displayed both in the classroom and outside the classroom in the halls. The children's work is preferable to commercial material. Each student desk should be neatly labeled so that substitute teachers and visitors can readily identify students. Coats, boots, book bags, etc. should be maintained in an orderly fashion. Each teacher is responsible for maintaining mark-free walls and furniture.

At the end of each day, student chairs should be stacked in sets of 5-6 to facilitate cleaning the room. Students should be enlisted to assist with room cleaning (pick up trash and other items from the floor, clean up spills on floors, desks, and chairs).

**Hallways and Bulletin Boards:** Outside every classroom are cork strips and/or a bulletin board. Each classroom teacher is responsible for posting student work on the cork strips outside the classroom. Work with your grade level to determine who will complete the bulletin board in your vicinity each month (I believe this only applies to Kg and 1<sup>st</sup> grade). Please post work by the 3<sup>rd</sup> of each month and change it every month. The addition of student work to our hallways will beautify our school and it's a great way to show off what you're doing in your rooms!

Our custodial staff deserves the respect and cooperation of teachers and students. A conscientious effort should be made to make our custodians feel appreciated.



### **Maintenance Requests:**

Requests for repairs or other items which require a custodian's attention should be submitted on the custodial request form and placed in the custodians' mailbox. The custodian is "on call" for emergencies.

### **Reporting of Problems:**

All staff members are expected to report maintenance problems observed throughout the building and on the playground. Immediate reporting of such problems should enhance speedy repair.

## **LCPS POLICIES – please review**

- ✓ **Reports to CPS**
- ✓ **Search and Seizure**
- ✓ **Homework**
- ✓ **Teacher Evaluation**
- ✓ **Professionals held to higher standards**
- ✓ **Email correspondence regarding students**

**Thank you for taking your time to go through this handbook. It is important to remember that you are the most important person in your students' lives (other than their parents); you can make or break their evenings.**

**Think about what you want our families and our community to say about you and Lucketts Elementary and let that drive what you do, what you say, and how you interact all day long. Thank you for being here; I value you.**

**Yours,**

**Carolyn**

